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ABSTRACT

Information on 1981 high school seniors in the United States or abroad who registered for the Admissions Testing Program (ATP), sponsored by the College Entrance Examination Board, is presented. Findings include the following: the number of women taking the (SAT) Scholastic Aptitude Test exceeded that of men for the seventh consecutive year; the average SAT scores of the 1981 seniors remained the same as those of the previous year for both the verbal section (424) and the mathematical section (466); for the first time since 1968, neither the verbal nor the mathematical scores declined; men had higher SAT scores but women continued to excel on the Test of Standard Written English, for which scores have declined since its inception in 1975; for the third consecutive year, business and commerce was the most popular area of intended college study; the 6-year increase in interest in engineering has continued, and most of the increase came from males; growth in interest in computer science/systems analysis has more than tripled since 1975 and has more than doubled since 1978; the number of academic courses taken in high school averaged slightly over 16, or four per year and this number increased for the fifth consecutive year; students took more courses in mathematics and physical sciences than any previous group of college-bound seniors, but their study of foreign languages remained very low; the percentage of ethnic minority students rose to an all-time high of 18.1 percent; and the median estimated parental contribution toward college expenses was $810. Information on high schools, the ATP magnetic tape layout, and institutions most frequently receiving other ATP reports is included. (SW)

National
College-Bound Seniors, 1981

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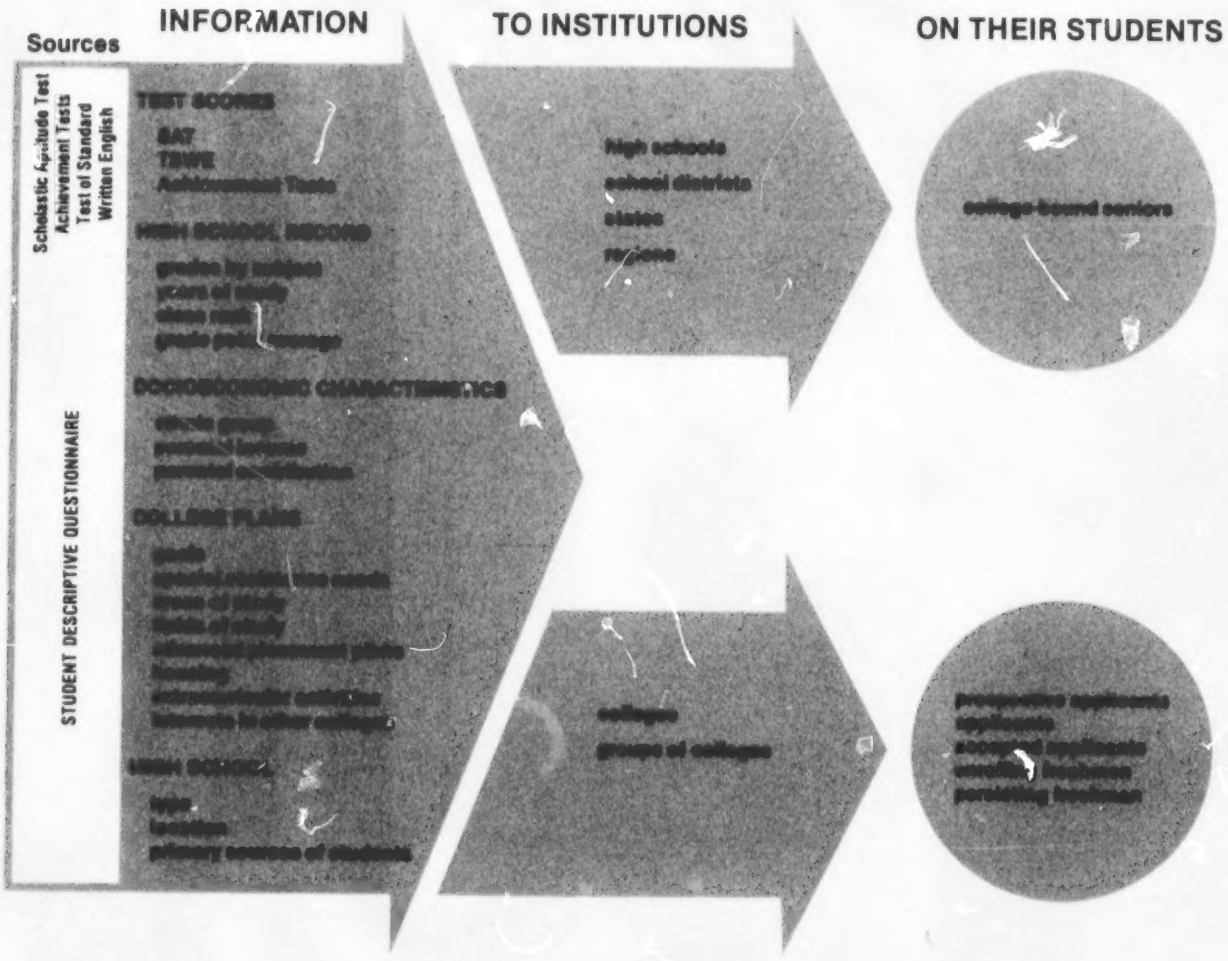
The Admissions Testing Program provides in Summary Reports



The Admissions Testing Program (ATP) is a service of the College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,500 colleges, schools, school systems, and education associations. Representatives of the members serve on the Board of Trustees and advisory councils and committees that consider the programs of the College Board and participate in the determination of its policies and activities.

This booklet was prepared and produced by Educational Testing Service (ETS), which develops and administers the tests of the Admissions Testing Program for the College Board.

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National Report on College-Bound Seniors, 1981

HIGHLIGHTS

- The number of women taking the Scholastic Aptitude Test (SAT) exceeded that of men for the seventh consecutive year.
- The average SAT scores of the 1981 seniors remained the same as those of the previous year for both the verbal section (424) and the mathematical section (466). For the first time since 1968, neither the verbal nor the mathematical scores declined.
- Men had higher SAT scores, both verbal and mathematical, but women continued to excel on the Test of Standard Written English (TSWE).
- The average TSWE score declined again this year, as it has since the introduction of the test in 1975. Concurrently, the national concern for the writing skills of entering college students intensified.
- For the third consecutive year, business and commerce was the most popular area of intended college study. For the first time, it was also the most popular area for females, not health and medical, as it had been in recent years. However, the annual increase in interest in business and commerce since 1973, when these reports were first introduced, has ended. A male decline in interest in 1981 more than offset the female increase in interest. Females now account for 55 percent of all intended business and commerce majors, compared to only 36 percent in 1973.
- The six-year increase in interest in engineering has continued into a seventh year. As in previous years, most of the increase came from males, for whom engineering is the most popular intended area of study.
- Growth in interest in computer science/systems analysis has more than tripled since 1975 and has more than doubled since 1978. In this past year, it increased by about one-third.
- The number of academic courses taken in high school averaged slightly over 16, or four per year. This number increased for the fifth straight year.
- Students took more courses in mathematics and physical sciences than any previous group of college-bound seniors, but their study of foreign languages remained very low. The number of years of study in mathematics by women increased significantly for the third consecutive year.
- The percentage of ethnic minority students rose to an all-time high of 18.1 percent.
- The median estimated parental contribution toward college expenses was $810. Fewer than 2 in 10 families can contribute fully to the costs of education at public four-year colleges with average annual expense budgets of $3,873. Fewer than 1 in 10 can contribute fully to the $6,885 annual average costs at private four-year colleges.

THE 1981 ATP NATIONAL REPORT

As this report is prepared, about half of the three million high school seniors of 1981 are in transition to about 3,000 colleges. About one-third of these students participated in the College Board's Admissions Testing Program (ATP). There they met the Scholastic Aptitude Test (SAT), the Test of Standard Written English, the Student Descriptive Questionnaire (SDQ), and many of them, the ATP Achievement Tests. By registering for and taking the examinations and by completing the SDQ, they created a fund of information about themselves and asked the College Board to report it to their high schools, to colleges and universities, and to scholarship programs.

Students use the score reports they receive to help select colleges or universities suitable to their interests and abilities. This process of self-selection based on a common, national standard enables students to have their talents recognized irrespective of their economic, geographic, ethnic, or personal circumstances. It has contributed to individual mobility and to the nationalization of many higher education institutions.

High schools use score reports directed to them by their students to help them plan for college, to select courses in their remaining years in secondary school, and to identify need for curricular, special program, and counseling activities.

Colleges use the test score reports to supplement the academic record in admissions, to assist in course and program placement, to manage admissions counseling and financial aid programs, and to evaluate the curricular needs of their students.

Students participate in the ATP as sophomores, juniors, or seniors, some more than once during the three years. The most recent information resulting from their participation is stored for analysis. Beginning in the summer following their graduation from high school, the College Board produces a series of ATP Summary Reports.

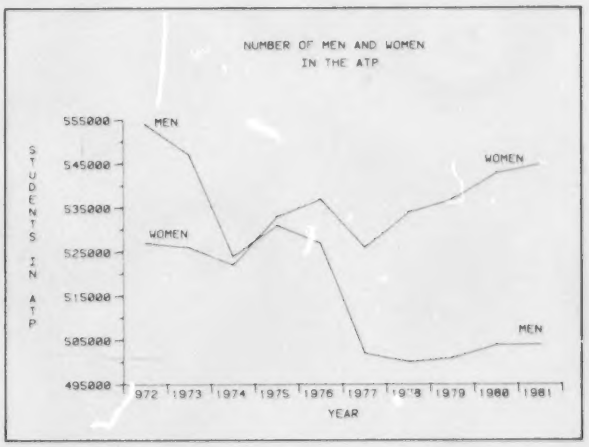
Through these reports, the College Board contributes information needed for the rational and responsible management of college entrance and completion. Such management requires schools and colleges to understand the personal, social, and academic factors involved as college-bound seniors become affiliated with individual colleges or systems of colleges. Because ATP Summary Reports prepared for individual schools and colleges and groups of schools and colleges are released by the College Board only to the institutions for which they are prepared, each sees only a fraction of several larger populations of college-bound students. Reports are, therefore, also prepared at the national, regional, and state levels for comparison with institutional data and as a public record of the characteristics of the majority of students who immediately enter college after high school. These reports may be obtained from the College Board offices listed on the back cover of this report.

The national ATP Summary Report, the most comprehensive of all the reports, includes the records of all the 1981 seniors in the United States or abroad who registered for the "College Boards" by April of their senior year. The records include a handful of foreign nationals seeking higher education in the United States, but their participation rate is so small that it does not significantly influence the results described here.

ONE MILLION COLLEGE-BOUND SENIORS

The one million students who take the SAT and respond to the SDQ while they are in high school represent only about one-third of all 1981 high school graduates and about two-thirds of all graduates who go directly to college. As a result, what is reported here about these seniors who took the SAT cannot be taken as necessarily true of all 1981 high school graduates or all 1981 college freshmen. However, the strong increase in the SDQ response rate from 77 percent in 1976 to 90 percent in 1981 means that the ATP Summary Reports are becoming nearly a complete description of the ATP participants.

WOMEN AND MEN



For the seventh consecutive year, the number of women registering for the tests of the ATP exceeded that of men (52 percent to 48 percent). Although the total number of ATP registrants has remained relatively stable since 1972, there has been a steady increase, from 49 to the current 52 percent, in the proportion who are female. (See graph above).

SCHOLASTIC APTITUDE TEST SCORES

The population of students currently taking the SAT is broadly based across the full range of abilities mea-

sured by the test, but is more academically able in comparison to all high school seniors. If all of the three million high school seniors were to take the SAT, their estimated average verbal score would be 368 and their estimated average mathematical score would be 402. The averages actually attained, as displayed in the table below, show that the population taking the SAT is self-selected. The 1981 seniors who took the SAT were relatively more able as compared to students generally.

Their average verbal and mathematical scores were 424 and 466, respectively. These averages were identical to the averages of their 1980 predecessors. For the first time since the score decline began, neither the verbal nor mathematical score averages declined from the previous year. The long-term decline in SAT scores, which has received much publicity, has been arrested by the performance of the 1981 seniors.

Men outperform women on the verbal test with average scores of 430 versus 418. This difference by sex has widened from 3 points in 1976 to 12 points in 1981. Part of this difference may be due to the larger number of women taking the test.

SAT Score Averages for College-Bound Seniors, 1967-1981*

	Verbal			*Mathematical*		
	Male	*Female*	*Total*	*Male*	*Female*	*Total*
1967	463	468	466	514	467	492
1968	464	466	466	512	470	492
1969	459	466	463	513	470	493
1970	459	461	460	509	465	488
1971	454	457	455	507	466	488
1972	454	452	453	505	461	484
1973	446	443	445	502	460	481
1974	447	442	444	501	459	480
1975	437	431	434	495	449	472
1976	433	430	431	497	446	472
1977	431	427	429	497	445	470
1978	433	425	429	494	444	468
1979	431	423	427	493	443	467
1980	428	420	424	491	443	466
1981	430	418	424	492	443	466

*The averages for 1967 through 1971 are estimates of the averages that would have been reported for college-bound seniors of those years if such reports had been produced.

In the mathematical section, average scores for males increased one point from the previous year to 492, and those for females remained the same as in the previous two years (443). Between 1973 and 1981, the difference in male and female averages widened from 42 points to 49 points. This difference is even greater for students with an outstanding high school record; men in the top tenth of their class have a mathematical average that is 63 points higher than that of women in the top tenth of their class. In an era when women are redefining their roles and are aspiring in greater numbers toward advanced degrees and toward study in business and commerce, engineering, and computer science/systems analysis, the disparity between mathematical averages by sex is still large.

READING COMPREHENSION AND VOCABULARY SUBSCORES

Of the four types of questions in the verbal section, two types—the sentence completions and the reading passages—yield the reading comprehension subscore. The analogies and antonyms produce the vocabulary subscore. Verbal subscores are reported in 2 digits on a 20-to-80-point scale.

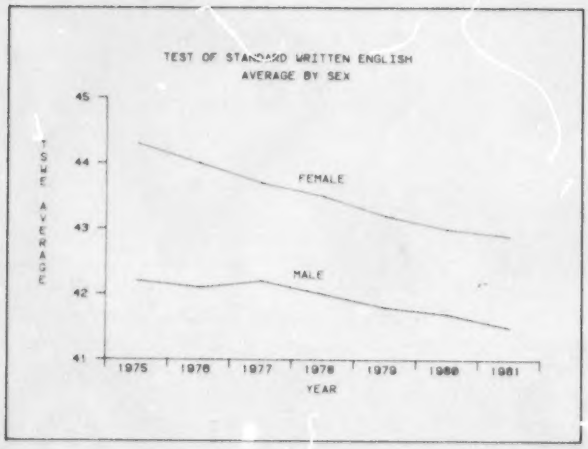
Because the verbal score is derived from the same questions as are the two verbal subscores, the slightly higher scores men achieve on the verbal tests are reflected in the verbal subscores. Since the SAT-verbal subscores were introduced in 1975, they have shown that the higher male SAT-verbal scores have been mostly attributable to higher scores for males on the vocabulary questions. However, for the first time in 1981, male scores exceeded female scores to a greater extent on the reading comprehension questions. The reading comprehension averages were 43.1 (or 431 on the familiar College Board 200-to-800 scale) for men and 41.9 (or 419) for women. The vocabulary averages were 42.9 (or 429) for men and 41.9 (or 419) for women. Because the difference in reading comprehension subscores is greater than the difference in vocabulary subscores, reading comprehension questions contributed more than vocabulary questions to the difference in the 1981 verbal scores.

TEST OF STANDARD WRITTEN ENGLISH

Research demonstrated that the Test of Standard Written English is effective in helping colleges, particularly those with diversified student bodies, to place students in the most appropriate English courses. The test is shorter (30 minutes) and easier than the English Composition Achievement Test. It evaluates students' ability to recognize standard written English, the language of most college textbooks and the one they will be expected to use in the papers they will write for most college courses. Scores on the test are reported in 2 digits on a 20-to-60+ scale. Because the test is not intended to distinguish among students whose command of standard written English is superior, the score scale is deliberately truncated at 60+.

The differences by sex in the TSWE scores are more pronounced than those noted in the reading comprehension and vocabulary subscores. Furthermore, the direction of the difference is reversed: women have higher scores on this test. The average scores for women and men are 42.9 and 41.5, respectively, a difference of 1.4 or 14 points on the 200-to-800 scale. (See the graph at the top of the next page.)

The average score for the sexes combined declined from 42.4 of the previous year to 42.2 in 1981. Since 1975 when the test was first introduced, average scores for men and women combined have fallen from 43.2 to 42.2, even though there has been a well-publicized concern for the writing skills of entering college students. The decline for women, 1.4 (or 14 points), is twice the decline for men of .7 (or 7 points).



ACHIEVEMENT TEST SCORES

The Achievement Test series included one-hour multiple-choice tests in 15 academic subjects. About one in five students who take the SAT also take one or more Achievement Tests. They typically take three, one of which is almost always the English Composition Test. The second most popular subject is mathematics, which is tested at two levels. Relatively few students (approximately 38,000) take Mathematics Level II (the more advanced level), but almost three-quarters of those who take Achievement Tests include Mathematics Level I in their series. Third in popularity is American History and Social Studies; almost 30 percent choose it. Fewer candidates select the remaining tests, as they round out their series of three with a test in a subject in which they feel prepared, or with one specified by a college they plan to attend.

This report includes Achievement Test score distributions for the 15 tests and a score distribution for the average of the tests taken by each candidate (Table 4). Score averages for each test appear in the tables as well as the average SAT-verbal and -mathematical scores for those taking each test. The SAT averages allow comparison of the verbal and mathematical abilities of the self-selected group taking each Achievement Test with those of the total SAT population (Table 1). In terms of these aptitude measures, the most able students took the Mathematics Level II, Physics, Chemistry, and Latin Tests. The least able students were those taking the Spanish, Literature, Mathematics Level I, and American History Tests. However, only about one in four students who take the SAT have scores at least as high as the SAT average of those who take the Achievement Tests.

The number taking Achievement Tests declined by less than one percent. However, the number taking the Physics and Mathematics Level II Tests increased by 8 and 7 percent, respectively.

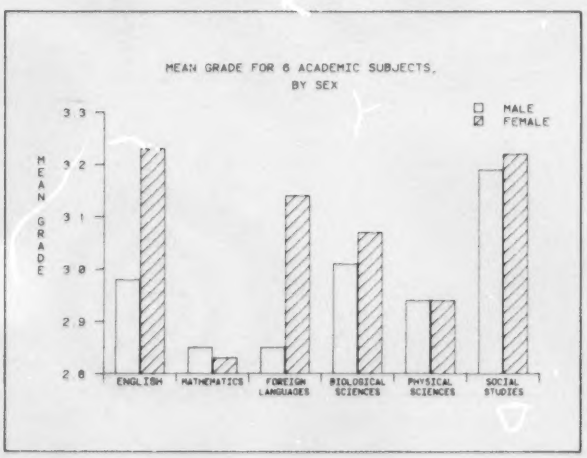
ACADEMIC ACCOMPLISHMENTS IN HIGH SCHOOL

Students answer several questions about their academic performance in high school—their class rank, latest grade in each of six academic subject areas, years of study in each of the six areas since the beginning of ninth grade, whether the grade was earned in an "advanced, accelerated, or honors" course, and how many scholastic honors or awards they received.

Table 8 contains a grade point average (GPA), which is the average of the grades reported in the six areas listed in Table 5, converted to a four-point scale, and weighted by the expected years of study in Table 6.

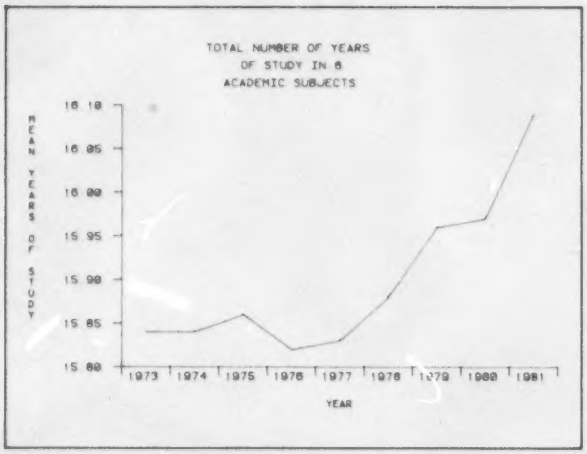
Since 1975, college-bound seniors have been coming from lower ranks of their high school classes. The median percentile rank decined for six straight years, from 78.7 in 1975 to 74.9 in 1981. The mean high school grade point average has also declined during this period, but only very slightly, from 3.09 in 1975 to 3.06 in 1981. Both the median percentile rank and the mean grade point average are higher for females (76.0 and 3.11, respectively) than for males (74.5 and 3.00, respectively), differences which have been relatively stable for the past five years.

By subject matter, the average for the sexes combined ranged from 2.84 in mathematics to 3.20 in social studies. Although males have slightly higher averages in mathematics, females have substantially higher averages in foreign languages and English, and somewhat higher averages in biological sciences and social studies. (See the graph below.)



It was in English and mathematics (15 and 14 percent, respectively) that the largest percentages of students indicated that their latest grade had been earned in an advanced, accelerated, or honors course.

The average number of expected years of study in the six academic areas had been very stable between 1973 and 1977. However, in the last four years, there have been noticeable increases, from a total of 15.83

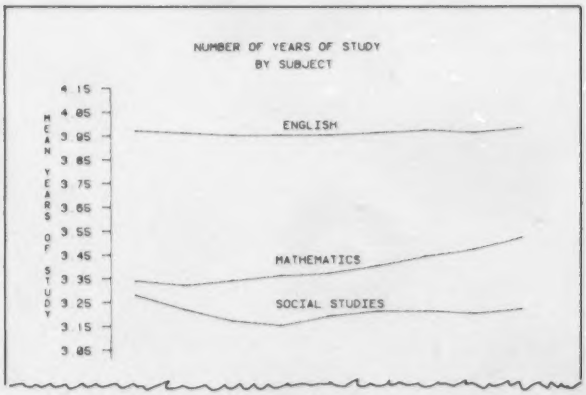


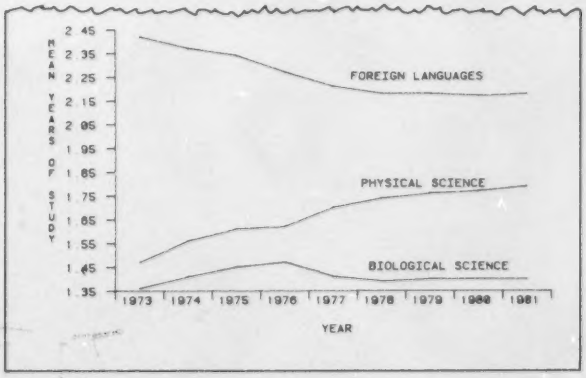
years in 1977 to 16.09 in 1981. (See the graph above.) Thus, compared to 1977 seniors, on the average, one out of every four 1981 seniors took an additional year of an academic course. The extra course most frequently was in mathematics or physical sciences. It is notable that during this period of increased study, SAT and Achievement Test averages in mathematics fell each year until 1981, when the SAT mathematics score leveled off and scores on the mathematics Achievement Tests rose slightly.

The 1981 seniors expected to have studied four academic subjects during each of the four years of high school. More than 9 out of every 10 indicated that they expected to have studied English 4 or more years before graduating. More senior men than women (67 versus 51 percent) expected to have completed 4 or more years of mathematics. Slightly less than 40 percent expected to study 4 or more years of social studies, and no more than 1 in 5 expected to study as much in other areas.

Men generally take more courses in mathematics and physical sciences, and women take more foreign language courses. Since 1973, students of both sexes have shifted toward study in mathematics and physical sciences and away from foreign languages. (See the graph in the next column.) The shift by women toward study in mathematics has accelerated in the past five years. As compared with their counterparts of 1973, 51 percent of women now expect to complete 4 or more years of mathematics, versus 37 percent then. The rate of increase in the study of mathematics by women has been nearly twice that of men.

Seventy percent reported themselves to be in the highest two-fifths of their high school class, and nearly all the remainder reported they were in the middle fifth (Table 7). Only four percent reported they were in the lower two-fifths of their class. Of those whose SAT average was 600 or above, 89 percent ranked in the top fifth of their class; of those with averages below 400, only 19 percent were in the top fifth of their class. Since 1976, when the self-reported class rank by SAT average was first reported, the verbal mean of those in the top tenth has declined from 524 to 511; the mathematical mean from 580 to 567.



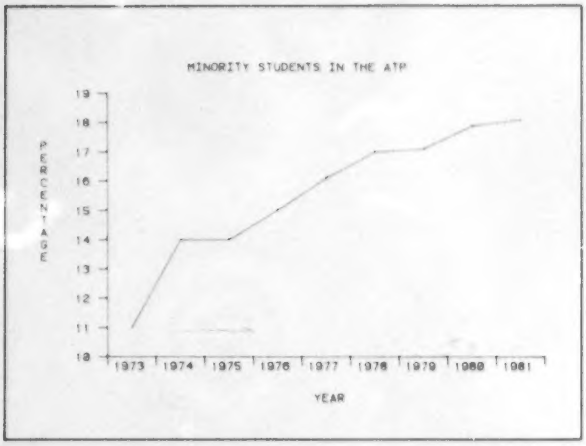


MINORITY AND MAJORITY

The percentage of students who describe themselves as belonging to an ethnic minority increased slightly from 17.9 percent in 1980 to 18.1 percent. The increase from 11 percent in 1973 has been substantial. (See graph at the top of page 8.) Of those identifying themselves as minority, 50 percent were Black; 19 percent were Oriental; and 16 percent were Hispanic (Mexican-American or Puerto Rican). The percentage of Orientals increased for the sixth consecutive year from 2.0 percent in 1975 to 3.4 percent in 1981. Women constitute 55 percent of those who identify themselves as minority, compared to 52 percent of all students and 60 percent of the Blacks.

POOR AND RICH

The median family income reported is $24,100, up 9 percent from $22,200 last year. Median incomes by ethnic group range from a low of $12,100 for Blacks to a high of $26,000 for Whites. Fewer Blacks (11 percent) than members of any other ethnic group reported incomes



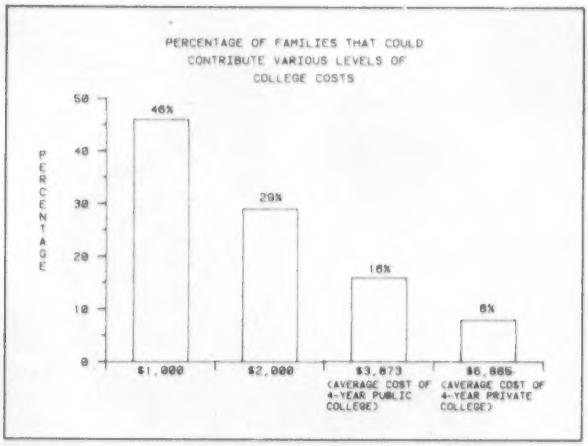
POOR AND RICH (continued)

over $30,000. The percentage of all families with income over $30,000 increased to 36 percent from 30 percent last year. Approximately 1 in 9 report incomes over $50,000 per year. The ethnic group reporting the largest gain in median income from the previous year was American Indian (11 percent), followed by Puerto Rican (10 percent), Mexican-American (9 percent), White (9 percent), Oriental (8 percent), other (6 percent), and Black (only 4 percent). Virtually every ethnic group experienced smaller median income gains than the previous year. The rate of increase for Blacks fell from 14 percent in 1980 to 4 percent in 1981.

Parents' income (Table 10) is combined with other information students report about how many persons are dependent on their parents for financial support, and how many of those persons will be in college during their freshman year. From such combinations, estimates of the amount of money that parents can be expected to contribute toward the cost of the 1981 seniors' further education are calculated according to College Scholarship Service standards in Table 11. The median parental contribution is $810. For those students who responded to the question about parents' income without considering sources of income other than wages or salaries, the estimates of parental contribution are lower than those reported by the College Scholarship Service in more detailed needs analysis documents. This is more likely to happen at the upper end of the income scale.

Ethnic groups vary dramatically as to parents' ability to contribute toward higher education costs. Median contributions range from $0 per year for Blacks, Mexican-Americans, and Puerto Ricans (that is, at least one-half could not contribute any amount), $220 for other, $370 for American Indians, $430 for Orientals, and $1,020 for Whites.

Only 16 percent of the families can contribute fully to the annual cost of education at public four-year institutions, which averages $3,873. Only 8 percent will be able to contribute fully to the annual cost of education at private four-year colleges and universities, which averages $6,885. (See the graph below.)



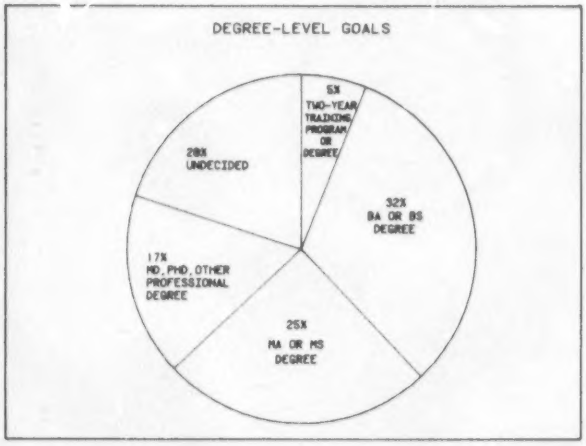
More than 75 percent of those responding to the question on financial assistance indicated plans to apply for financial aid. Since 1978, when plans to apply for financial aid were first reported, student responses reveal an accelerated interest in those plans, from 69.4 percent in 1978 to 75.4 percent in 1981. The smaller the estimated parental contribution to education, the higher the incidence of plans to apply for financial aid. More than 9 in 10 whose parents can make no contribution plan to apply for financial aid; fewer than 1 in 3 whose parents can contribute $10,000 or more a year plan to apply for financial aid (Table 11).

Of the students taking the SAT, only 6 percent (approximately 59,000) have an SAT average of 500 or above and parents able to contribute $5,000 or more to their education. Thus, the pool of potential applicants who can afford to pay the bills at colleges with high costs and whose aptitude is probably strong enough to meet the intellectual challenges of the more competitive colleges is severely limited.

PLANS FOR ADVANCED DEGREES

Twenty percent of the students indicated they were undecided about the highest level of education they plan to complete, a steady decrease from 27 percent in 1973. Very few (5 percent) indicated plans to complete only a two-year program, while 43 percent plan to complete an advanced or professional degree. (See the graph on the next page.) Women are more likely than men to want to go no further than the baccalaureate degree (39 versus 35 percent). Men are more likely to aspire toward a professional degree (19 versus 16 percent); this difference has narrowed since 1973 when the corresponding percentages were 23 versus 11 percent. Whereas plans for

an M.D., Ph.D., or other professional degree have been relatively stable since 1973, plans for a master's degree have increased from 19 percent in 1973 to 25 percent in 1981.


DEGREE-LEVEL GOALS
5% TWO-YEAR TRAINING PROGRAM OR DEGREE
32% BA OR BS DEGREE
25% MA OR MS DEGREE
17% MD, PHD, OTHER PROFESSIONAL DEGREE
20% UNDECIDED

HELP WANTED

In response to questions about the kind of assistance students may want to receive outside of regular course work, 39 percent indicated they desired assistance in finding part-time work, 33 percent in educational counseling, and 26 percent in vocational or career counseling. About one in five desire assistance in developing study skills and less than one in six in basic skills development in mathematics, writing, and reading. Despite a nationwide concern for the writing skills of entering college freshmen, only 14 in 100 indicated plans to seek help in this area. Minority students are more likely to ask for help in one or more areas. For example, 94 percent of Blacks plan to ask for assistance in one or more areas versus 80 percent of the Whites. These patterns of response have remained relatively unchanged since 1972.

Students also want help in obtaining recognition in areas in which they excel. The proportion of students who plan to apply for course credit or advanced placement was 52 percent, a steady increase from 47 percent in 1977.

INTENDED AREAS OF STUDY IN COLLEGE

Over 200 fields of study are grouped under 29 curricular areas in the questionnaire. Students respond by indicating their first and second choices, but only the first choices are reported here. They are organized by broad area (arts and humanities, for example) and by area (architecture/environmental design, for example) in Table 14 and by specific field (city planning, for example) in Table 15.

The six most popular curricular areas in descending order were: business and commerce (18.5 percent); health and medical (14.4 percent); engineering (11.8 percent); social sciences (7.4 percent); education (5.7 percent), and computer science/systems analysis (5.6 percent).

Top Six Intended Areas of Study

	%Males	*%Females*	*%Total*
Business and Commerce	17.6	19.4	18.5
Health and Medical	9.0	19.3	14.4
Engineering	21.5	3.2	11.8
Social Sciences	7.4	7.4	7.4
Education	2.6	8.6	5.7
Computer Science/ Systems Analysis	6.5	4.8	5.6

For the third consecutive year, business and commerce was the most popular area, deposing health and medical. However, the annual increase in interest in business and commerce since 1973 has ended. Although the increase for females has continued into 1981 (from 7 percent in 1973 to 19.4 percent in 1981), male interest in 1981 declined more than enough (18.5 percent in 1980 to 17.6 percent in 1981) to offset the 1981 female increase. Females now account for 55 percent of all intended business and commerce majors, compared to only 36 percent in 1973.

The six-year increase in interest in engineering continued. The increase this year was from 11.1 percent to 11.8 percent. As in previous years, most of the increase was for males, for whom engineering is the most popular intended area of study (21.5 percent).

Growth in interest in computer science and systems analysis has more than tripled since 1975 and has more than doubled since 1978. In this past year, it increased by about one-third, from 4.2 percent in 1980 to 5.6 percent in 1981.

In addition to engineering and computer science/ systems analysis, communications was the only other area of study to increase in 1981. As the chart at the top of page 10 shows, 17 of the other 23 areas of study showed a decrease in interest through 1981. The most prominent declines were for education, social sciences, and health and medical. (For six areas of study, the trend was not clear.)

Subject area choices differ greatly by sex. For males, the most popular choice is engineering (21.5 percent, up from the previous year), followed by business and commerce (17.6 percent), health and medical (9.0 percent), and social sciences (7.4 percent). For females, the most popular choices are business and commerce (19.4 percent, up sharply for the seventh consecutive year), health and medical (19.3 percent), education (8.6 percent), and social sciences (7.4 percent). Female interest in business and commerce has increased almost 3 times since 1973. For the first time ever, more women are interested in business and commerce than health

Intended Area of Study Trends, 1977-1981

Increasing in Interest	*Decreasing in Interest*	*Trend not Clear*
Business and Commerce	Agriculture	Architecture/ Environmental Design
Communications	Biological Sciences	Art
Computer Science/ Systems Analysis	Education	Military Science
Engineering	English/Literature	Psychology
	Ethnic Studies	Theater Arts
	Foreign Languages	Trade and Vocational
	Forestry/Conservation	
	Geography	
	Health and Medical	
	History and Cultures	
	Home Economics	
	Library Science	
	Mathematics	
	Music	
	Philosophy and Religion	
	Physical Sciences	
	Social Sciences	

and medical. The lists below show those areas of study that are predominantly male and those that are predominantly female.

Intended Areas of Study Primarily Sought by One Sex

Predominantly Male	*% Male*	*Predominantly Female*	*% Female*
Military Science	91%	Home Economics	91%
Engineering	86%	Library Science	87%
Architecture/ Environmental Design	77%	Foreign Languages	84%
Geography	76%	Psychology	81%
Forestry/ Conservation	74%	Education	79%
Physical Sciences	73%	Art	73%
Philosophy and Religion	65%	Theater Arts	72%
Agriculture	64%	Health and Medical	71%
History and Cultures	62%	English/Literature	70%
		Ethnic Studies	63%

The most popular specific fields of study were business management and administration (6.3 percent), accounting (4.6 percent), premedicine (3.9 percent), prelaw/law (3.4 percent), and registered nursing (2.8 percent). For the fifth year in a row, there was an increase in interest in business management and administration. Interest in accounting, electrical engineering, premedicine, and computer science also increased.

Table 14 contains the mean SAT-verbal and -mathematical scores by area of study. The four highest ranking verbal averages were found among those choosing English/literature (507), physical sciences (498), history and cultures (482), and foreign language (474). The lowest average verbal scores were found among trade and vocational (350), ethnic studies (381), home economics (383), and education (391).

The four highest ranking mathematical averages were found among those choosing mathematics (572), physical sciences (558), engineering (534), and biological sciences (504). The lowest average mathematical scores were found among trade and vocational (391), ethnic studies (395), home economics (411), and education (418).

HOUSING

Somewhat more than half (58 percent) wish to live in a dormitory during their first two years of college, a quarter (24 percent) at home, 15 percent in an apartment, and 4 percent in a fraternity or sorority house. Since 1974, when preferences were distributed almost evenly between single-sex and coeducational dormitories, each year there has been a shift from single-sex (22 percent in 1981) to coeducational (35 percent in 1981). Those interested in a single-sex dormitory are more likely to be women (27 percent) than men (17 percent). Despite increasing costs for living at college, plans to live at home decreased for the third straight year, from 27 percent in 1978 to 24 percent in 1981.

EXTRACURRICULAR ACTIVITIES

More than two-thirds (69 percent) of the students were active in athletics in high school; 43 percent in art, music, or dance; 42 percent in social or community clubs; 33 percent in religious organizations; 29 percent in journalism, debating, or dramatics; 23 percent in student government; 13 percent in departmental or preprofessional clubs; and 7 percent in ethnic organizations. Most of the students plan a reduction in extracurricular activities while in college, particularly in athletics and religious organizations. The only activities in which students plan to be more active in college than in high school are departmental or preprofessional clubs and social or community clubs. With the exception of athletics, the rate of participation of women is greater than that of men (35 to 29 percent overall) in high school, and they plan to be more active than men in college.

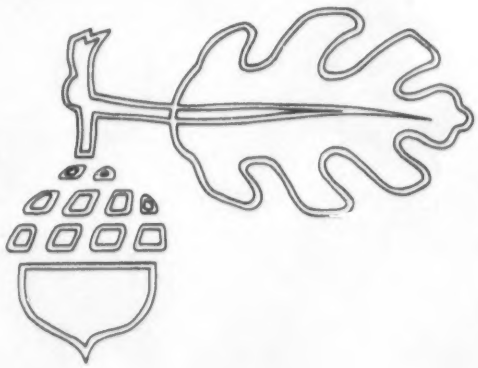
ACCOMPLISHMENT AND AMBITION

The information in the following tables suggests that the majority of the 1981 seniors who took Admissions Testing Program tests are scholastically apt among their peers. Their SAT-verbal and -mathematical and Achievement Test averages were the same as those of their predecessors in 1980. Only their Test of Standard Written English scores were lower than earlier ones. The information also indicates that the 1981 seniors extensively studied the traditional academic subjects in high school. Their intended areas of study and career plans reflect changing roles and ambitions for women and for careers in professions where opportunity is expanding. Many, too, are undecided as to the extent of their degree ambitions, or the field of study in which to concentrate.

COLLEGE BOARD ATP SUMMARY REPORTS

NATIONAL

1980-81 COLLEGE-BOUND HIGH SCHOOL SENIORS



This report summarizes the most recent College Board ATP records of 1980-81 seniors who registered for SAT or Achievement Tests at any time during their high school years. The April 1981 administration is the most recent one from which records are included.

	Male	Female	Total
Number in This Report			
* Total	504,131	545,220	1,049,351
* with SAT Scores	478,625	515,708	994,333
* with at Least One ATP Achievement Test	101,408	97,514	198,922
* with at Least One Student Descriptive Questionnaire (SDQ) Response	447,965	499,914	947,879

Table of Contents

I. Test Scores

TABLE 1: Scholastic Aptitude Test (SAT) Scores 12
TABLE 2: SAT-Verbal Subscores 12
TABLE 3: Test of Standard Written English (TSWE) Scores 12
TABLE 4: Achievement Test Scores 13

II. High School Record

TABLE 5: Latest, Self-Reported Grades by Subject 14
TABLE 6: Number of Years of Study by Subject 14
TABLE 7: Self-Reported Class Rank by SAT Average 15
TABLE 8: Estimated High School Grade Point Average 15

III. Socioeconomic Characteristics

TABLE 9: Ethnic Background 15
TABLE 10: Annual Parental Income by Ethnic Group 16
TABLE 11: Estimated Parental Contribution toward Applicants' Education, by SAT Average 16

IV. College Plans

TABLE 12: Degree-Level Goals 17
TABLE 13: Plans to Ask College for Special Assistance, by Areas of Need and Ethnic Group 17
TABLE 14: Intended Areas of Study - First Choice 18
TABLE 15: Intended Specific Fields of Study - First Choice 19
TABLE 16: Advanced Placement Plans by Honors Course Participation 21
TABLE 17: Housing Preferences 21
TABLE 18: Extracurricular Activities in High School and Plans for College 22

V. High Schools

TABLE 19: Type of High School 22

I. TEST SCORES

TABLE 1: Scholastic Aptitude Test (SAT) Scores

VERBAL							MATH					
Male		Female		Total			Male		Female		Total	
Number	%	Number	%	Number	%	Score	Number	%	Number	%	Number	%
1,088	0	953	0	2,041	0	750-800	5,587	1	983	0	6,570	1
4,341	1	3,880	1	8,221	1	700-749	15,729	3	4,629	1	20,358	2
10,371	2	9,262	2	19,633	2	650-699	30,125	6	13,254	3	43,379	4
20,888	4	18,829	4	39,717	4	600-649	46,055	10	27,204	5	73,259	7
35,209	7	33,098	6	68,307	7	550-599	64,761	14	49,805	10	114,566	12
59,833	13	58,313	11	118,146	12	500-549	74,275	16	70,931	14	145,206	15
73,479	15	74,480	14	147,959	15	450-499	69,529	15	79,334	15	148,863	15
85,383	18	91,549	18	176,912	18	400-449	63,026	13	85,093	17	148,119	15
78,509	16	89,403	17	167,992	17	350-399	47,860	10	74,329	14	122,189	12
54,242	11	64,821	13	119,063	12	300-349	37,344	8	64,158	12	101,502	10
35,778	7	45,158	9	80,936	8	250-299	20,205	4	36,053	7	58,258	6
19,267	4	25,852	5	45,119	5	200-249	3,805	1	7,598	1	11,403	1
478,448		515,598		994,046		Number	478,301		515,371		993,672	
430		418		424		Mean	492		443		466	
110		110		110		Standard Deviation	119		109		117	

TABLE 2: SAT-Verbal Subscores

Reading Comprehension							Vocabulary					
Male		Female		Total			Male		Female		Total	
Number	%	Number	%	Number	%	Score	Number	%	Number	%	Number	%
1,403	0	984	0	2,387	0	75-80	1,049	0	1,239	0	2,288	0
4,996	1	4,003	1	8,999	1	70-74	3,773	1	3,649	1	7,422	1
12,479	3	10,276	2	22,755	2	65-69	7,315	2	6,996	1	14,311	1
19,426	4	17,270	3	36,696	4	60-64	17,515	4	17,090	3	34,605	3
38,313	8	35,576	7	73,889	7	55-59	37,594	8	35,938	7	73,532	7
57,728	12	57,024	11	114,752	12	50-54	63,177	13	61,255	12	124,432	13
70,754	15	73,519	14	144,273	15	45-49	82,573	17	83,570	16	167,143	17
82,050	17	89,288	17	171,338	17	40-44	87,510	18	93,578	18	181,088	18
78,449	16	90,992	18	169,441	17	35-39	71,510	15	80,781	16	152,291	15
60,727	13	72,604	14	133,331	13	30-34	49,794	10	59,057	11	108,851	11
34,838	7	42,725	8	77,563	8	25-29	31,758	7	39,595	8	71,353	7
17,263	4	21,317	4	38,580	4	20-24	23,843	5	32,813	6	56,656	6
478,426		515,578		994,004		Number	478,411		515,561		993,972	
43.1		41.9		42.5		Mean	42.9		41.9		42.4	
11.2		10.9		11.1		Standard Deviation	10.8		11.0		10.9	

TABLE 3: Test of Standard Written English (TSWE) Scores

	Male		Female		Total	
Score	Number	%	Number	%	Number	%
60+	12,203	3	16,997	3	29,200	3
55-59	47,363	10	61,210	12	108,573	11
50-54	67,253	14	81,676	16	148,929	15
45-49	75,483	16	85,955	17	161,438	16
40-44	74,475	16	79,673	15	154,148	16
35-39	67,918	14	68,114	13	136,032	14
30-34	55,491	12	52,321	10	107,812	11
25-29	39,005	8	35,736	7	74,741	8
20-24	39,173	8	33,828	7	73,001	7
Number	478,364		515,510		993,874	
Mean	41.5		42.9		42.2	
Standard Deviation	10.9		10.8		10.8	

TABLE 4: Achievement Test Scores

Average of Scores Number	%	English Composition Number	%	Score	Mathematics Level 1 Number	%	American History Number	%
1,079	1	1,484	1	750-800	2,309	2	516	1
5,716	3	6,304	3	700-749	6,092	4	1,503	3
14,744	7	12,762	7	650-699	12,247	8	3,211	6
26,167	13	21,395	12	600-649	20,984	14	5,558	10
36,628	18	26,685	15	550-599	27,030	19	7,616	14
41,509	21	33,439	18	500-549	27,861	19	10,056	18
35,939	18	28,710	16	450-499	25,221	17	10,783	20
23,674	12	26,889	15	400-449	14,626	10	8,581	16
10,362	5	16,035	9	350-399	6,986	5	5,211	10
2,710	1	6,950	4	300-349	2,225	2	1,466	3
375	0	1,978	1	250-299	261	0	205	0
19	0	308	0	200-249	9	0	11	0
198,922		182,939		Number	143,851		54,717	
532		512		Mean	539		508	
90		104		Standard Deviation	96		98	
506		510		SAT-Verbal Average	497		508	
557		558		SAT-Math Average	550		546	

Biology Number	%	Mathematics Level 2 Number	%	Score	Chemistry Number	%	Spanish Number	%
670	2	6,524	17	750-800	1,629	5	1,516	6
2,598	6	6,952	18	700-749	2,858	8	1,714	7
4,774	12	8,052	21	650-699	4,105	12	1,689	7
6,240	15	7,476	20	600-649	5,537	16	2,177	9
6,573	16	4,586	12	550-599	6,050	18	3,238	13
6,472	16	1,716	5	500-549	5,801	17	3,919	15
5,438	13	1,019	3	450-499	4,666	14	4,126	16
4,001	10	740	2	400-449	2,810	8	3,535	14
2,386	6	350	1	350-399	907	3	2,485	10
1,115	3	143	0	300-349	127	0	867	3
196	0	31	0	250-299	3	0	81	0
17	0	3	0	200-249	1	0	3	0
40,480		37,592		Number	34,494		25,350	
546		654		Mean	571		529	
107		94		Standard Deviation	101		120	
523		552		SAT-Verbal Average	536		497	
561		643		SAT-Math Average	615		536	

French Number	%	Literature Number	%	Score	Physics Number	%	German Number	%
828	4	87	1	750-800	1,276	8	335	7
1,493	6	625	4	700-749	1,667	10	345	7
2,258	10	1,292	8	650-699	2,178	14	373	8
3,052	13	2,290	14	600-649	2,796	18	563	12
3,499	15	2,530	15	550-599	2,632	17	641	14
3,980	17	2,875	18	500-549	2,515	16	813	17
3,750	16	2,323	14	450-499	1,715	11	705	15
2,755	12	1,895	12	400-449	857	5	484	10
1,350	6	1,416	9	350-399	245	2	320	7
262	1	745	5	300-349	16	0	87	2
12	0	284	2	250-299	0	0	15	0
0	0	43	0	200-249	0	0	1	0
23,239		16,405		Number	15,897		4,682	
546		517		Mean	595		551	
106		109		Standard Deviation	101		117	
540		523		SAT-Verbal Average	538		538	
565		521		SAT-Math Average	638		581	

TABLE 4 (Continued): Achievement Test Scores

European History		Latin		Hebrew			Russian	
Number	%	Number	%	Score	Number	%	Number	%
79	2	82	4	750-800	58	12	139	40
182	6	148	7	700-749	53	11	21	6
326	10	213	10	650-699	83	17	32	9
426	13	254	12	600-649	84	17	20	6
547	17	287	14	550-599	74	15	29	8
598	19	373	18	500-549	63	13	40	12
506	16	346	16	450-499	40	8	18	5
357	11	308	15	400-449	13	3	13	4
135	5	96	5	350-399	15	3	19	5
39	1	6	0	300-349	9	2	13	4
4	0	1	0	250-299	5	1	3	1
0	0	0	0	200-249	2	0	0	0
3,229		2,114		Number	499		347	
544		548		Mean	602		642	
101		106		Standard Deviation	118		56	
556		558		SAT-Verbal Average	544		518	
555		585		SAT-Math Average	572		595	

II. HIGH SCHOOL RECORD

TABLE 5: Latest, Self-Reported Grades by Subject (1980-81 SDQ Questions 12-17)

	English		Mathematics		For. Languages		Bio. Sciences		Phy. Sciences		Soc. Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%	%	%	%	%
A (4.0)	26.4	38.8	26.7	26.0	28.8	40.9	31.5	34.5	28.5	27.7	39.2	41.1
B (3.0)	48.3	46.9	39.1	38.9	36.4	36.6	42.4	41.9	41.7	42.8	42.6	41.7
C (2.0)	22.5	13.0	27.3	27.8	26.0	17.7	22.0	20.0	24.8	24.6	15.9	14.9
D (1.0)	2.5	1.1	5.9	6.2	6.7	3.6	3.5	3.1	4.1	3.9	2.0	2.0
F (0)	0.2	0.1	0.8	0.8	1.4	0.8	0.4	0.3	0.6	0.6	0.2	0.2
Pass	0.1	0.1	0.2	0.2	0.8	0.5	0.2	0.2	0.3	0.4	0.1	0.1
Number Responding	436979	488671	436136	489061	372832	437709	415458	469928	404647	430672	434218	486865
Mean Grade (by Sex)	2.98	3.23	2.85	2.83	2.85	3.14	3.01	3.07	2.94	2.94	3.19	3.22
Mean Grade (Total)	3.12		2.84		3.01		3.04		2.94		3.20	
Percent Honors Courses	13.1	16.3	15.3	12.9	6.5	7.5	9.4	9.1	10.6	8.7	8.9	9.0
Percent Honors (Total)	14.8		14.0		7.0		9.2		9.6		9.0	

TABLE 6: Number of Years of Study by Subject (1980-81 SDQ Questions 6-11)

	English		Mathematics		For. Languages		Bio. Sciences		Phy. Sciences		Soc. Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%	%	%	%	%
No Courses	0.3	0.2	0.3	0.4	16.2	11.3	5.7	4.4	6.4	11.4	0.7	0.6
One Year	1.1	0.8	1.5	2.4	14.1	12.9	31.1	60.3	26.2	38.1	2.3	2.3
Two Years	1.6	1.1	8.3	14.8	36.8	34.2	25.3	27.8	36.1	33.8	16.4	17.8
Three Years	6.1	5.5	22.5	31.9	18.9	21.4	5.2	5.2	24.4	13.7	39.0	41.5
Four Years	82.1	81.1	54.4	42.9	11.1	15.6	1.9	1.6	5.2	2.2	35.6	32.1
Five or More Years	8.9	11.2	12.9	7.6	2.9	4.7	0.8	0.7	1.7	0.7	6.0	5.6
Number Responding	438404	491554	438052	491151	434591	488328	435997	489320	435359	487357	435685	488695
Mean Number Years	3.95	4.00	3.68	3.38	2.03	2.31	1.39	1.41	2.01	1.59	3.24	3.19
Mean Number (Total)	3.98		3.52		2.18		1.40		1.79		3.22	

TABLE 7: Self-Reported Class Rank by SAT Average (1980-81 SDQ Question 5)

	Self-Reported Class Rank								
	Top Tenth	Second Tenth	Second Fifth	Third Fifth	Fourth Fifth	Lowest Fifth	Total	Median Percentile Rank	Number Responding
Pct Males	20.5	21.6	27.5	26.4	3.4	0.6	100.0	74.2	424,342
Pct Females	22.2	22.2	26.2	26.2	2.9	0.4	100.0	75.6	465,005
Pct Total	21.4	21.9	26.8	26.3	3.1	0.5	100.0	74.9	889,347
Total Percent with This Rank or Better	21.4	43.3	70.1	96.4	99.5	100.0			
Pct SAT Avg 600 or over	70.0	19.3	8.2	2.3	0.2	0.1	100.0	92.8	71,873
Pct SAT Avg 500 to 599	37.7	30.4	22.3	8.8	0.7	0.1	100.0	85.9	204,426
Pct SAT Avg 400 to 499	14.6	24.4	33.2	25.4	2.1	0.3	100.0	73.3	299,677
Pct SAT Avg below 400	4.9	13.9	28.1	45.5	6.6	1.0	100.0	58.6	273,972
SAT-Verbal Mean – Males	520	455	419	379	360	354	435		406,426
SAT-Verbal Mean – Females	503	441	406	363	335	321	422		443,330
SAT-Verbal Mean – Total	511	447	412	371	346	339	428		849,756
SAT-Math Mean – Males	601	527	479	425	397	391	497		406,372
SAT-Math Mean – Females	538	468	428	381	349	340	447		445,195
SAT-Math Mean – Total	567	496	453	402	374	368	471		849,567

TABLE 8: Estimated High School Grade Point Average (1980-81 SDQ Questions 6-17)

	Male		Female		Total	
	Number	%	Number	%	Number	%
3.75-4.00	59,279	13.6	81,056	16.6	140,335	15.2
3.50-3.74	46,247	10.6	65,121	13.3	111,368	12.0
3.25-3.49	52,664	12.1	67,320	13.8	119,984	13.0
3.00-3.24	74,991	17.2	86,170	17.6	161,161	17.4
2.75-2.99	53,867	12.4	59,393	12.1	113,260	12.2
2.50-2.74	57,196	13.1	56,642	11.6	113,838	12.3
2.25-2.49	40,017	9.2	34,912	7.1	74,929	8.1
2.00-2.24	31,120	7.1	24,190	4.9	55,310	6.0
Under 2.00	20,614	4.7	14,552	3.0	35,166	3.8
Number Responding	435,995		489,356		925,351	
Mean	3.00		3.11		3.06	
Standard Deviation	.62		.59		.60	

III. SOCIOECONOMIC CHARACTERISTICS

TABLE 9: Ethnic Background (1980-81 SDQ Question 37)

	Male		Female		Total	
	Number	%	Number	%	Number	%
American Indian	2,424	0.6	2,624	0.5	5,048	0.6
Black	32,824	7.6	49,338	10.2	82,162	9.0
Mexican-American	7,616	1.8	8,149	1.7	15,765	1.7
Oriental	15,879	3.7	15,450	3.2	31,329	3.4
Puerto Rican	4,736	1.1	5,657	1.2	10,393	1.1
White	356,056	82.8	391,656	81.1	747,712	81.9
Other	10,470	2.4	9,804	2.0	20,274	2.2
Number Responding	430,005		482,678		912,683	100.0
Minority Students	73,949	17.2	91,022	18.9	164,971	18.1

TABLE 10: Annual Parental Income by Ethnic Group (1980-81 SDQ Questions 37, 41-43)

Income	American Indian %	Black %	Mexican-American %	Oriental %	Puerto Rican %	White %	Other %	No Ethnic Response %	All Students %
Under $6,000	8.9	18.6	9.1	7.4	17.8	2.2	10.9	6.4	4.4
$6,000-11,999	17.5	31.2	23.0	17.0	29.2	8.7	20.6	14.6	11.8
12,000-17,999	18.5	20.0	22.4	17.0	18.6	14.3	18.1	17.2	15.2
18,000-23,999	17.6	12.6	18.3	15.8	13.4	18.9	15.7	18.3	18.1
24,000-29,999	12.6	6.6	11.4	12.2	7.2	16.1	10.0	13.3	14.8
30,000-39,999	12.5	6.4	9.4	14.0	6.6	18.1	10.6	14.0	16.4
40,000-49,999	5.6	2.8	3.3	7.0	3.3	8.8	5.5	6.5	7.9
50,000 or over	6.8	1.8	3.1	9.6	3.8	12.8	8.7	9.9	11.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding (Income)	4,430	72,297	14,445	27,951	9,085	654,436	17,370	16,131	816,145
Number Responding to SDQ	5,048	82,162	15,765	31,329	10,393	747,712	20,274	35,196	947,879
Mean Contribution	$1,430	$640	$910	$1,660	$[illegible]	$2,280	$1,410	$1,720	$2,020
Median Contribution	$370	$0	$0	$430	[illegible]	$1,020	$220	$540	$810
Mean Income	$24,600	$15,800	$20,100	$27,400	$18,000	$32,900	$24,700	$28,000	$30,500
Median Income	$19,700	$12,100	$16,700	$20,900	$12,900	$26,000	$18,100	$21,600	$24,100

TABLE 11: Estimated Parental Contribution toward Applicants' Education, by SAT Average (Calculated from 1980-81 SDQ Questions 27, 41-43)

Plan to Apply for Financial Aid %	Parental Contribution	SAT Average: Below 350 %	350-399 %	400-449 %	450-499 %	500-549 %	550-599 %	600-649 %	650 or over %	No SAT %	All Students %
92.8	$0	44.0	29.3	24.3	20.8	18.3	15.8	13.7	11.7	38.7	25.8
87.8	$1-499	15.8	16.3	15.6	14.8	13.7	12.7	11.3	10.0	13.6	14.6
83.4	$500-999	11.8	14.3	14.5	14.8	14.6	14.0	13.3	12.0	11.6	13.8
79.4	$1,000-1,499	8.4	10.9	11.6	11.9	12.1	12.3	12.2	11.7	9.0	11.1
74.6	$1,500-1,999	3.8	5.1	5.6	5.8	6.2	6.3	6.5	6.3	4.2	5.4
67.2	$2,000-2,999	5.5	8.0	8.9	9.9	10.3	11.1	11.7	12.0	6.5	8.9
56.5	$3,000-3,999	2.6	3.8	4.5	4.9	5.5	6.0	6.5	6.7	3.5	4.6
59.2	$4,000-4,999	1.4	2.0	2.3	2.6	2.9	3.1	3.3	3.9	1.9	2.4
38.8	$5,000-5,999	2.4	3.8	4.6	5.4	6.2	7.0	8.0	9.1	3.7	4.9
53.4	$6,000-7,999	1.4	2.0	2.3	2.6	2.8	2.9	3.1	3.8	1.9	2.3
48.3	$8,000-9,999	0.5	0.8	0.9	1.0	1.2	1.3	1.4	1.6	0.9	1.0
31.6	$10,000-Over	2.4	3.9	4.7	5.6	6.5	7.5	8.9	11.1	4.5	5.2
75.4	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
916,935	Number Responding	132,911	112,677	136,681	135,121	110,267	73,087	39,938	23,333	35,082	799,097
1049,351	Number in Report	188,938	149,686	176,135	170,891	137,869	91,106	50,025	29,683	55,018	1049,351
$1,340	Mean Contribution	$1,150	$1,690	$1,950	$2,180	$2,420	$2,650	$2,930	$3,340	$1,640	$2,020
$560	Median Contribution	$190	$660	$850	$990	$1,150	$1,310	$1,480	$1,860	$420	$810
$24,900	Mean Income	$22,000	$27,700	$30,300	$32,400	$34,400	$36,300	$38,400	$41,200	$25,900	$30,500
$21,400	Median Income	$17,500	$22,100	$24,100	$25,700	$27,200	$28,800	$30,500	$32,500	$19,600	$24,100

IV. COLLEGE PLANS

TABLE 12: Degree-Level Goals (1980-81 SDQ Question 24)

Number Responding	435,814 Males	487,794 Females	923,608 Total
	%	%	%
Two-Year Training Program	3.1	3.2	3.1
Associate in Arts Degree	1.4	3.1	2.3
BA or BS Degree	30.7	32.9	31.8
MA or MS Degree	26.7	24.2	25.4
MD, PhD, Other Professional Degree	19.1	15.9	17.4
Undecided	19.0	20.7	19.9
Two-Year Program or Degree	4.5	6.3	5.5
Graduate Study	45.8	40.1	42.8

TABLE 13: Plans to Ask College for Special Assistance, by Areas of Need and Ethnic Group (1980-81 SDQ Questions 37, 44)

	American Indian	Black	Mexican-American	Oriental	Puerto Rican	White	Other	Total
	%	%	%	%	%	%	%	%
Educational Counseling	32.3	30.8	42.5	41.4	36.3	33.5	34.4	33.1
Voc/Career Counseling	24.6	23.5	30.6	32.9	23.1	26.2	25.3	25.7
Mathematical Skills	22.2	29.9	25.5	18.8	20.6	14.8	20.2	16.5
Reading Skills	13.4	14.2	16.3	20.9	14.8	10.2	13.9	11.0
Writing Skills	16.2	18.5	20.6	25.1	17.5	12.5	17.7	13.6
Study Skills	26.9	32.2	30.1	24.1	25.0	21.4	23.4	22.4
Part-Time Work	41.1	52.4	41.5	39.3	44.8	38.6	39.2	39.3
Personal Counseling	4.3	4.7	4.6	5.4	4.3	3.2	4.9	3.4
Seeking Assistance	87.2	94.4	92.1	89.3	90.3	79.5	86.6	80.4
Number Responding	5,048	82,162	15,765	31,329	10,393	747,712	20,274	947,879

TABLE 14: Intended Areas of Study - First Choice (1980-81 SDQ Question 61)

Number Responding	425,862 Males	480,333 Females	906,195 Total		
	Male %	Female %	Total %	SAT Verbal Mean	SAT Math Mean
Arts and Humanities	9.9	13.4	11.7	434	453
Architecture/Environmental Design	3.2	0.8	2.0	414	489
Art	2.3	5.4	3.9	403	421
English/Literature	0.9	1.9	1.4	507	482
Foreign Languages	0.3	1.4	0.9	474	477
Music	1.8	1.7	1.7	435	454
Philosophy and Religion	0.6	0.3	0.4	483	481
Theater Arts	0.8	1.9	1.4	439	436
Biological Sciences and Related Areas	15.9	24.0	20.2	433	472
Agriculture	2.0	1.0	1.5	404	440
Biological Sciences	3.4	3.2	3.3	471	504
Forestry/Conservation	1.4	0.4	0.9	418	452
Health and Medical	9.0	19.3	14.4	428	469
Business, Commerce, and Communications	21.1	23.3	22.3	406	446
Business and Commerce	17.6	19.4	18.5	398	446
Communications	3.5	3.0	3.7	443	446
Physical Sciences and Related Areas	32.3	10.0	20.5	443	527
Computer Science/Systems Analysis	6.5	4.8	5.6	416	492
Engineering	21.5	3.2	11.8	446	534
Mathematics	1.2	1.0	1.1	456	572
Physical Sciences	3.1	1.0	2.0	498	556
Social Sciences and Related Areas	13.7	22.7	18.5	429	449
Education	2.6	8.6	5.7	391	418
Ethnic Studies	0.0	0.0	0.0	381	395
Geography	0.1	0.0	0.0	422	474
History and Cultures	0.7	0.4	0.5	482	472
Home Economics	0.1	1.0	0.6	383	411
Library Science	0.0	0.1	0.0	464	431
Military Science	1.4	0.1	0.7	433	474
Psychology	1.4	5.2	3.4	433	447
Social Sciences	7.4	7.4	7.4	456	474
Miscellaneous	7.2	6.6	6.9	420	459
Other	1.2	0.9	1.1	395	431
Trade and Vocational	1.2	0.9	1.1	350	391
Undecided	4.8	4.8	4.8	440	480

TABLE 15, Part 1: Intended Specific Fields of Study - First Choice (1980-81 SDQ Question 61)

	Number	%
Agriculture		
Agriculture Econ	636	0.1
Agronomy	472	0.1
Animal Science	2,746	0.3
Dairy Science	382	0.0
Farming, Ranching	1,227	0.1
Fish and Game	3,556	0.4
Food Science	318	0.0
Horticulture	1,004	0.1
Landscaping	791	0.1
Soil Sciences	127	0.0
Other, Unspecified	2,224	0.2
Architecture/Environmental Design		
Architecture	12,380	1.4
City Planning	222	0.0
Urban Development	235	0.0
Other, Unspecified	4,874	0.5
Art		
Art History	414	0.0
Commercial Art	7,972	0.9
Design	2,202	0.2
Fashion Design	4,456	0.5
Graphic Arts	2,498	0.3
Interior Dec	4,239	0.5
Museum Work	129	0.0
Photography	4,252	0.5
Printing	418	0.0
Studio Art	2,251	0.2
Other, Unspecified	6,692	0.7
Biological Sciences		
Bacteriology	451	0.0
Biochemistry	3,021	0.3
Biology	7,893	0.9
Biophysics	303	0.0
Botany	304	0.0
Ecology	863	0.1
Marine Biology	6,096	0.7
Physiology	973	0.1
Zoology	2,426	0.3
Other, Unspecified	7,812	0.9
Business and Commerce		
Accounting	41,332	4.6
Advertising	4,310	0.5
Bus Mgt and Admin	56,863	6.3
Business and Commerce (Continued)		
Court Reporting	977	0.1
Finance and Banking	4,303	0.5
Hotel/Restaurant	4,342	0.5
Industrial Mgt	900	0.1
Marketing	5,961	0.7
Personnel Work	1,188	0.1
Real Estate	1,914	0.2
Sales and Retailing	4,752	0.5
Secretarial Studies	13,407	1.5
Transportation	973	0.1
Other, Unspecified	26,624	2.9
Communications		
Film	1,819	0.2
Journalism	10,467	1.2
Radio and TV	12,007	1.3
Other, Unspecified	9,595	1.1
Computer Science/Systems Analysis		
Computer Science	20,811	2.3
Data Processing	8,233	0.9
Systems Analysis	3,355	0.4
Other, Unspecified	18,533	2.0
Education		
Agricultural Educ	225	0.0
Art Education	625	0.1
Business Education	1,133	0.1
Child Development	5,340	0.6
College Teaching	273	0.0
Ed Administration	183	0.0
Ed of Exc Children	2,166	0.2
Ed of the Deaf	2,152	0.2
Ed of the Mntly Ret	4,143	0.5
Elem Education	10,159	1.1
General Education	1,245	0.1
Guidance Counseling	766	0.1
Health Education	300	0.0
Home Economics Ed	287	0.0
Industrial Arts Ed	409	0.0
Music Education	1,522	0.2
Physical Education	10,595	1.2
Recreation	1,218	0.1
Secondary Education	2,482	0.3
Speech Therapy	1,270	0.1
Education (Continued)		
Vocational/Ind Educ	242	0.0
Other, Unspecified	5,295	0.6
Engineering		
Aerospace/Aeron	14,862	1.6
Agricultural Eng	839	0.1
Air-Conditioning	393	0.0
Architectural Eng	4,002	0.4
Ceramic Eng	120	0.0
Chemical Eng	7,234	0.8
Civil Engineering	5,889	0.6
Construction/Trnsp	1,093	0.1
Drafting	2,538	0.3
Electrical Eng	20,883	2.3
Engineering Aide	144	0.0
Engineering Design	1,308	0.1
Eng Sciences	1,700	0.2
Indust and Mgt Eng	2,198	0.2
Indust Lab Tech	200	0.0
Instrumentation	238	0.0
Materials Science	85	0.0
Mechanical Eng	11,627	1.3
Metallurgical Eng	352	0.0
Mining and Mineral	399	0.0
Naval Arch/Marine	1,127	0.1
Nuclear Technology	1,667	0.2
Petroleum Eng	1,764	0.2
Plastics Tech	74	0.0
Quality Control	48	0.0
Surveying	262	0.0
Textile Eng	154	0.0
Other, Unspecified	25,592	2.8
English and Lit		
Creative Writing	4,611	0.5
English	3,058	0.3
Literature	1,317	0.1
Speech	334	0.0
Other, Unspecified	3,913	0.4
Ethnic Studies		
American Indian	35	0.0
Black Studies	45	0.0
Mexican-American	20	0.0
Spanish-American	23	0.0
Other, Unspecified	35	0.0

TABLE 15, Part 2: Intended Specific Fields of Study - First Choice (1980-81 SDQ Question 61)

	Number	%
Foreign Languages		
Classical Lang	215	0.0
Eastern Languages	98	0.0
French	1,656	0.2
German	504	0.1
Interpreting/Trans	1,072	0.1
Italian	135	0.0
Linguistics	273	0.0
Russian	115	0.0
Spanish	1,647	0.2
Other, Unspecified	2,272	0.3
Forestry and Conserv	8,272	0.9
Geography	323	0.0
Health and Medical Professions		
Dental Assisting	1,349	0.1
Dental Hygiene	4,098	0.5
Dental Technology	1,641	0.2
Health and Safety	354	0.0
Lab Technology	2,387	0.3
Medical Assisting	1,878	0.2
Med Recs Librarian	275	0.0
Medical Technology	4,907	0.5
Nursing-Practical	1,827	0.2
Nursing-Registered	25,752	2.8
Occupatnl Therapy	1,433	0.2
Optometry	1,338	0.1
Pharmacy	4,148	0.5
Physical Therapy	10,383	1.1
Predentistry	5,178	0.6
Premedicine	35,523	3.9
Preveterinary	8,840	1.0
Radiology/X-Ray	3,192	0.4
Other, Unspecified	16,324	1.8
History and Cultures		
American	1,840	0.2
Ancient	492	0.1
Area and Regional	81	0.0
European	630	0.1
Other, Unspecified	1,921	0.2
Home Economics		
Clothing/Textiles	1,091	0.1
Family Relations	158	0.0
Food and Nutrition	2,011	0.2
Infant/Child Care	640	0.1
Institutional Mgt	132	0.0
Other, Unspecified	1,145	0.1
Library Science	380	0.0
Mathematics		
Statistics	771	0.1
Other, Unspecified	9,123	1.0
Military Science		
Air Science	2,958	0.3
Merchant Marine	604	0.1
Military Sci-Army	1,051	0.1
Naval Science	1,053	0.1
Other, Unspecified	911	0.1
Music		
Composition/Theory	1,376	0.2
Instrumental Music	6,391	0.7
Music History	95	0.0
Voice	3,359	0.4
Other, Unspecified	4,421	0.5
Philosophy and Religion		
Ministry	1,320	0.1
Philosophy	556	0.1
Religion	669	0.1
Theology	529	0.1
Other, Unspecified	586	0.1
Physical Sciences		
Astronomy	1,298	0.1
Chemistry	4,549	0.5
Earth Science	391	0.0
Geology	1,247	0.1
Meteorology	1,039	0.1
Oceanography	1,682	0.2
Physical Sciences	751	0.1
Physics	3,401	0.4
Other, Unspecified	3,492	0.4
Psychology		
Child Psychology	7,925	0.9
Experimental Psych	1,333	0.1
General Psychology	5,861	0.6
Social Psychology	4,307	0.5
Other, Unspecified	11,250	1.2
Social Sciences		
Anthropology	775	0.1
Correction Admin	299	0.0
Economics	2,216	0.2
Fire Science	264	0.0
Foreign Service	637	0.1
Govern Ser/Politics	1,528	0.2
Industrial Rel	158	0.0
International Rel	2,108	0.2
Law Enforcement	5,918	0.7
Political Science	6,381	0.7
Prelaw/Law	30,997	3.4
Public Admin	569	0.1
Social Work	6,226	0.7
Sociology	1,956	0.2
Other, Unspecified	7,354	0.8
Theater Arts		
Acting	4,082	0.5
Dance	2,233	0.2
Drama	1,136	0.1
Theater Arts	2,109	0.2
Other, Unspecified	2,918	0.3
Trade and Vocational		
Airline Hostess	2,972	0.3
Auto Maintenance	1,520	0.2
Aviation Maint	917	0.1
Building Construc	706	0.1
Carpentry	990	0.1
Cosmetology	1,058	0.1
Mortuary Service	221	0.0
Other, Unspecified	1,156	0.1
Other	9,529	1.1
Undecided	43,293	4.8

TABLE 16: Advanced Placement Plans by Honors Course Participation (1980-81 SDQ Questions 12-18)

909,511 Requests by 489,312 Students, Who Represent 51.6% of the Students Responding to the SDQ

	English	Mathematics	Foreign Languages	Biological Sciences	Physical Sciences	Social Studies	Art and Music
Honors Courses:							
Number Who Took an Honors Course, by Subject	136,706	129,565	56,930	81,747	80,476	82,598	N/A
Of Those Who Took an Honors Course, by Subject, % Who Want Advanced Placement in That Subject	53.1	53.8	38.7	24.8	30.8	41.5	N/A
Nonhonors Courses:							
Number Who Took a Nonhonors Course, by Subject	788,944	795,632	753,611	803,639	754,843	838,485	N/A
Of Those Who Took a Nonhonors Course, by Subject, % Who Want Advanced Placement in That Subject	19.5	16.5	10.6	8.1	8.9	10.7	N/A
Total:							
% Who Plan to Apply for Advanced Placement, by Subject	24.2	21.5	11.0	9.2	10.0	13.3	6.7

TABLE 17: Housing Preferences (1980-81 SDQ Question 30)

Number Responding	427,099 Males	481,839 Females	908,938 Total
	%	%	%
At Home	22.0	25.4	23.8
Single-Sex Dorm	16.8	26.8	22.1
Coed Dorm	39.5	31.8	35.4
Fraternity or Sorority	4.3	3.9	4.1
On-Campus Apartment	10.2	6.7	8.3
Off-Campus Apartment	7.2	5.4	6.3

TABLE 18: Extracurricular Activities in High School and Plans for College (1980-81 SDQ Questions 45-46)

Number Responding to at Least One Activity	425,877 Males		480,826 Females		906,703 Total	
Extracurricular Activities	Active in H.S.	Will Be Active	Active in H.S.	Will Be Active	Active in H.S.	Will Be Active
	%	%	%	%	%	%
Athletics, Incl Intramural and Community	60.3	65.9	59.3	44.8	69.2	54.7
Ethnic Organizations	5.4	5.4	7.4	7.0	6.5	6.3
Journalism, Debating, Dramatics	23.7	21.2	33.0	29.6	28.6	25.7
Art, Music, or Dance	32.5	25.7	52.2	45.6	43.0	36.3
Departmental or Preprofessional Clubs	10.2	17.7	14.7	18.1	12.6	17.9
Religious Organizations	29.4	19.8	36.6	25.2	33.2	22.6
Social or Community Clubs	34.4	35.9	48.3	51.3	41.8	44.0
Student Government	19.3	17.1	27.0	22.7	23.4	20.1
Average Extracurricular Participation Rate	29.4	26.0	34.8	30.5	32.3	28.4

V. HIGH SCHOOLS

TABLE 19: Type of High School (1980-81 SDQ Question 2)

	Number	%
Public	762,059	81.5
Other Than Public	173,014	18.5
Number Responding	935,073	

Appendix B. 1981-82 ATP Magnetic Tape Layout

Magnetic tape options are available in:

7-track/556 BPI, BCD
9-track/800 BPI, EBCDIC
9-track/1600 BPI, EBCDIC

All tapes are unblocked, unlabeled, and are terminated by a tape mark.

DATA	COLLEGE CODE	STUDENT NAME			SEX	DATE OF BIRTH	SOCIAL SECURITY NUMBER	STUDENT ADDRESS			
		LAST	FIRST	MI				NUMBER AND STREET	CITY	STATE	ZIP CODE
POSITIONS											
6 thru 80	1 4	5 17	18 25	26	27	28 32	33 41	42 59	60 73	74 75	76 80

DATA	PARENT ADDR	STATE AND COUNTY OF RESIDENCE	TELEPHONE NUMBER	BLANK	SAT & TSWE SCORES							2nd Set SAT & TSWE Scores							3rd Set SAT & TSWE Scores						
					DATE		ED LEVEL	VERBAL	MATH	READING	VOCAB	TSWE	DATE		ED LEVEL	VERBAL	MATH	READING	VOCAB	TSWE	DATE		ED LEVEL	VERBAL	MATH	READING	VOCAB	TSWE
POSITIONS					MONTH	YEAR							MONTH	YEAR							MONTH	YEAR						
81 thru 148	81	82 86	87 96	97 100	101							116	117						132	133							148

DATA	4th Set SAT & TSWE Scores								5th Set SAT & TSWE Scores								6th Set SAT & TSWE Scores								PERCENTILE RANKS FOR LATEST SAT & TSWE													
	DATE		ED LEVEL	VERBAL	MATH	READING	VOCAB	TSWE	DATE		ED LEVEL	VERBAL	MATH	READING	VOCAB	TSWE	DATE		ED LEVEL	VERBAL	MATH	READING	VOCAB	TSWE	NATIONAL ALL STUDENTS					NAT'L COLLEGE BOUND					COLLEGE SPECIFIC				
																									VERBAL	MATH	READING	VOCAB	TSWE	VERBAL	MATH	READING	VOCAB	TSWE	VERBAL	MATH	READING	VOCAB	TSWE
POSITIONS	MONTH	YEAR							MONTH	YEAR							MONTH	YEAR																				
149 thru 226	149	164							165	180							181	196							197													226

DATA	BLANK	ACHIEVEMENT TESTS									3rd Set ACH Scores									3rd Set ACH Scores									4th Set ACH Scores								
		DATE		ED LEVEL	CD1	SC1	CD2	SC2	CD3	SC3	DATE		ED LEVEL	CD1	SC1	CD2	SC2	CD3	SC3	DATE		ED LEVEL	CD1	SC1	CD2	SC2	CD3	SC3	DATE		ED LEVEL	CD1	SC1	CD2	SC2	CD3	SC3
POSITIONS		MONTH	YEAR								MONTH	YEAR								MONTH	YEAR								MONTH	YEAR								
227 thru 280	227 230	231		247							248		264							265		281							282		298							

DATA	5th Set ACH Scores									6th Set ACH Scores									ACH AVG	PERCENTILE RANKS FOR LATEST ACH								BLANK	HIGH SCHOOL CODE	HIGH SCHOOL NAME AND ADDRESS
	DATE		ED LEVEL	CD1	SC1	CD2	SC2	CD3	SC3	DATE		ED LEVEL	CD1	SC1	CD2	SC2	CD3	SC3		NAT'L COLL BND			COLLEGE SPECIFIC						
																				SC1	SC2	SC3	SC	SC2	SC3	ACH AVG			NAME
POSITIONS	MONTH	YEAR								MONTH	YEAR																			
299 thru 381	299	315								316	332								333 336	336	340					350	356	356	361	362	381

DATA	HIGH SCHOOL NAME AND ADDRESS	SDQ DATE		SDQ INFORMATION
	ADDRESS			
POSITIONS		MONTH	YEAR	
382 thru 463	382 401	402	405	406 463

DATA	SDQ INFORMATION	REPORT DATE			BLANK
		MONTH	DAY	YEAR	
POSITIONS					
464 thru 520	464 510	511		516	517 520

Admissions Testing Program of the College Board

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TAPE POSITION	DESCRIPTION
1-4	College code
5-16	Student last name
17-24	Student first name
25	Student middle initial
26	Sex: M = male, F = female
27-32	Date of birth
33-41	Social security number
42-80	Student address
81	Parents' address same: Y = yes, N = no
82-86	State and county of residence*
87-96	Telephone number
97-100	Blank
	Latest SAT and TSWE
101-104	Test date
105	Educational level
106-116	Verbal; mathematical; verbal subscores and TSWE scores:
	106-109 Verbal and mathematical
	110-111 Reading
	112-113 Vocabulary
	114-116 TSWE
	Previous SAT and TSWE Scores
117-196	Are in the same format as the latest SAT and TSWE scores. Up to 5 previous sets of scores may occur.
	Percentile Ranks for Latest Verbal and Mathematical Sections of the SAT and for Latest TSWE Percentile Ranks for Latest Achievement Test Scores
197-206	National, all students**
207-216	National, college bound
217-226	College specific**
227-230	Blank
	Latest Achievement Tests
231-234	Test date
235	Educational level
236-247	ACH Test codes and scores
	Previous Achievement Tests
248-332	Are in the same format as the latest Achievement Tests. Up to 5 additional sets of ACH scores may occur.
333-335	Average of all ACH Tests
	Percentile Ranks for Latest Achievement Test Scores
336-341	National, college-bound ACH Test scores
342-347	College-specific ACH Test scores
348-349	College-specific ACH Test average
350-355	Blank

*See pages 18-24 for state and county of residence codes.
**The reading and vocabulary subscore percentiles are not currently available.

TAPE POSITION	DESCRIPTION
	High School Information
356-361	High school code number
362-381	High school name
382-401	High school address
	Descriptive Information
	The numbers in parentheses following the data elements identify the corresponding SDQ questions in the *Student Bulletin*.
402-405	Date descriptive information provided
406	Type of high school (2) A = Public B = Private
407	High school program (3) A = Academic or college prep. B = General C = Career-oriented D = Other
408	High school class size (4) A = under 100 B = 100-249 C = 250-499 D = 500-749 E = 750 or more
409	High school class rank (5) A = Highest tenth B = Second tenth C = Second fifth D = Middle fifth E = Fourth fifth F = Lowest fifth
410-415	Expected years of high school study (6-11) (410-English, 411-Mathematics, 412-Foreign languages, 413-Biological sciences, 414-Physical sciences, 415-Social studies) A = One year or the equivalent B = Two years or the equivalent C = Three years or the equivalent D = Four years or the equivalent E = More than four years or the equivalent F = No courses
416-417	Total years of study
418-423	High school grades (12-17) (418-English, 419-Mathematics, 420-Foreign languages, 421-Biological sciences, 422-Physical sciences, 423-Social studies) A = Excellent (90-100 or A) B = Good (80-89 or B) C = Fair (70-79 or C) D = Passing (60-69 or D) F = Failing (59 or below or F) G = Pass

TAPE POSITION	DESCRIPTION
424-429	Honors courses in above fields of study (12-17) (424-English, 425-Mathematics, 426-Foreign languages, 427-Biological sciences, 428-Physical sciences, 429-Social studies) H = Honors; otherwise blank
430-431	Average of six self-reported high school grades 00 = 0.0 = low 40 = 4.0 = high
432-433	College-specific percentile rank for high school performance based on rank
434-435	College-specific percentile rank for high school performance based on average
436-442	Advanced Placement (18) (436-English, 437-Mathematics, 438-Foreign languages, 439-Biological sciences, 440-Physical sciences, 441-Social studies, 442-Art/Music) Y = Yes; otherwise blank
443	Part-time hours worked (19) A = None B = Less than 6 C = 6-10 hours D = 11-15 hours E = 16-20 hours F = 21-25 hours G = 26-30 hours H = More than 30
444	Community and church groups (20) A = No participation B = Belonged to one or two groups, but not active C = Active in one or two groups, but held no office D = Active in more than two groups, but held no office E = Participated actively and held office in at least one
445	Athletics (21) A = No participation B = Intramural participation C = Varsity athletics but no letter D = One or more varsity letters in one sport E = Varsity letter in more than one sport

TAPE POSITION	DESCRIPTION
446	School organization (22) A = No participation B = Belonged, but no offices C = Held one or two major offices D = Held three or four major offices E = Held five or more major offices
447	Scholastic honors and awards (23) A = None B = One or two C = Three or four D = Five or six E = Seven or more
448	Educational objective (24) A = Two-year specialized program B = Two-year Associate of Arts (A.A.) degree C = B.A. or B.S. D = M.A. or M.S. E = Ph.D. or M.D. F = Other or undecided
449-452	Date of HS graduation (25) (month and year)
453-456	Date expected to enter college (26) (month and year)
457	Full- or part-time attendance (28) A = Full-time B = Part-time
458	Day or evening attendance (29) A = Day B = Evening
459	Housing preference (30) A = Home B = Single-sex dorm C = Coed dorm D = Fraternity/sorority E = On-campus apt. F = Off-campus apt.
460	U.S. citizen (31) Y = Yes N = No
461	U.S. Armed Forces veteran (32) Y = Yes N = No
462-465	College attended (33) 4-digit code number
466	Enrolled in that college now (34) Y = Yes N = No
467	Previous college GPA (35) (4.0 scale) A = 3.5 or above B = 3.0 - 3.4 C = 2.5 - 2.9 D = 2.0 - 2.4 E = 1.5 - 1.9 F = below 1.5 G = N/A
468	Transfer level (36) A = 1st semester freshman B = 2nd semester freshman C = 1st semester sophomore D = 2nd semester sophomore E = Junior F = Senior
469	Ethnic group (37) A = American Indian B = Black, Afro-American, Negro C = Mexican-American, Chicano D = Oriental, Asian American E = Puerto Rican F = White G = Other
470	English best language (38) Y = Yes N = No
471-478	Assistance guide (44) (471-Educational counseling, 472-Vocational counseling, 473-Mathematics, 474-Part-time work, 475-Personal counseling, 476-Reading skills, 477-Study skills, 478-Writing) Y = Yes; otherwise blank
479-486	Extracurricular activities (45-46) (479-Athletics, 480-Ethnic organizations, 481-Journalism/debate/drama, 482-Art/music/dance, 483-Preprofessional/departmental clubs, 484-Religious activities, 485-Social clubs, 486-Student government) A = Participated in high school and plan to participate in college B = Participated in high school but do not plan to participate in college C = Did not participate in high school but plan to participate in college Blank = Did not indicate
487-500	Self-rating on skills (47-60) (487-Acting, 488-Artistic, 489-Athletics, 490-Creative writing, 491-Getting along with others, 492-Leadership, 493-Mathematics, 494-Mechanical, 495-Musical, 496-Organizing work, 497-Sales, 498-Scientific, 499-Spoken expression, 500-Written expression) A = Highest 1 percent B = Highest 10 percent C = Above average D = Average E = Below average
501-503	First choice field of study (61)†
504-506	Second choice field of study (62)†
507-509	Career field (63)†
510	Blank
511-516	Date of report
517-520	Blank

†*See page 17 for fields of study and career field codes.*

How Information Is Reported on Magnetic Tape

Test Scores

SAT-verbal and SAT-mathematical scores and Achievement Test scores are reported as two digits. These scores can be converted to the College Board 200-to-800 scale by multiplying by 10.

Reading and vocabulary subscores are reported as two digits on a scale of 20-to-80. No conversion of these scores is necessary.

Test of Standard Written English scores are reported as two digits on a 20-to-60 scale. Note, however, that the field is three positions because the highest score will be 60 and will be reported as 60+.

Percentile Ranks

Percentile ranks, indicating percent below, are always based on the student's latest SAT, subscores, TSWE, Achievement Test scores, and high school performance. Percentile ranks for test scores are reported in the same sequence as the scores.

College-specific percentiles are provided if information to compute them has been provided by your college.

Achievement Test Codes (CD)

Each Achievement Test score is preceded by one of the following codes.

AH — American History and Social Studies	GM — German
BY — Biology	HB — Hebrew
CH — Chemistry	LR — Literature
EH — European History and World Cultures	LT — Latin
EN — English Composition	M1 — Mathematics Level I
ES — English Composition with Essay	M2 — Mathematics Level II
FR — French	PH — Physics
	RN — Russian
	SP — Spanish

Test Dates

The test dates are reported as MMYY for month and year. Month is reported as 01-12 for January through December. Year is reported by its last two digits (1981 being reported as 81, for example).

Educational Level (Ed. Lev.)

9 = 9th grade	3 = 1st-year college
0 = 10th grade	4 = 2nd-year college
1 = 11th grade	5 = Other
2 = 12th grade	

Test date and educational level will be reported with every set of scores reported.

If a student has no SAT or Achievement Test scores on file, the test date and educational level fields will contain the appropriate data for the test date.

Although we are reporting a maximum of 6 sets of scores, we have provided additional space in the layout to allow us to report all scores in a predefined fixed format.

Suggestions for ATP Magnetic Tape Users

College Code (positions 1-4). Always check to be sure that the correct code has been listed for your institution. If you detect an error, your data can be recreated if your request is received within 90 days from the tape creation date.

Student Name (positions 5-25). Any embedded spaces in the last or first name have been removed and the remaining letters have been compressed.

Date of Birth (positions 27-32). Zeros appearing in any or all of the Month, Day and Year fields indicate that the student did not provide this information.

Social Security Number (positions 33-41). Only complete nine-digit numbers will appear in this field. Incomplete numbers have been deleted. Students are not required to provide this information.

Student Descriptive Information (positions 402-510). Data from the SDQ are reported cumulatively on each student. The latest submission of data is indicated in the SDQ Date field (positions 402-405). SDQ questions to which a student did not respond are left blank.

Date of Report (positions 511-516). This field indicates when the record was created at ETS and may be helpful in determining the most recent data when multiple records are created for the same student.

Multiple Records. Multiple records may be created for the same student if a student requests that a report be sent to your institution more than once within the same reporting period or if a student takes the SAT and/or Achievement Tests more than once and does not provide consistent identifying information.

TABLES UNIQUE TO COLLEGE REPORTS

Shared Prospective Applicants: Institutions Most Frequently Receiving Other ATP Reports (Table 19)

PROSPECTIVE APPLICANT REPORT: With which colleges do you have the most applicants in common? What are their characteristics in terms of sex, SAT scores, high school rank, estimated parental contribution, ethnic group, and subject area plans?

SUBSEQUENT REPORTS: Of all prospective applicants in common with another college, how many apply (and how many do not) and what are their characteristics? Of all applicants (or subgrouped applicants) who have sent ATP reports to another college, how many are accepted (and how many are not) and what are their characteristics? Of all accepted applicants (or subgrouped applicants) who have sent ATP reports to another college, how many enroll (and how many do not) and what are their characteristics?

SAMPLE COLLEGE

TABLE 19: Shared Prospective Applicants: Institutions Most Frequently Receiving Other ATP Reports

College	State	Type and Control	Number	%	% Male/ Female	SAT Verbal Mean	SAT Math Mean	Mean %ile H.S. Rank	Mean Estim. Parent Contrib.	% Minority	Broad Area of Study: % Art and Hum.	% Bio. Sci.	% Bus.	% Phy. Sci.	% Soc. Sci.
A State University	A	4-Yr. Publ	4,535	26	50/50	469	502	77	$2,380	12	8	28	22	9	29
B University	A	4-Yr. Priv	2,932	17	51/49	443	483	74	$1,700	11	4	30	24	13	25
University of C	A	4-Yr. Publ	2,793	16	51/49	470	511	77	$2,290	7	8	25	23	10	29
D County Community College	A	2-Yr. Publ	2,512	14	60/40	503	538	81	$3,190	3	7	23	21	9	33
E University	A	4-Yr. Priv	2,013	11	52/48	506	548	83	$2,810	12	7	39	10	13	25
F University	M	4-Yr. Priv	1,940	11	53/47	528	548	82	$4,120	7	8	21	21	4	43
University of G	C	4-Yr. Publ	1,586	9	45/55	486	522	80	$2,820	4	6	29	23	10	26
H State College	G	4-Yr. Publ	1,525	9	49/51	468	511	76	$3,060	2	7	27	24	8	27
University of I	A	4-Yr. Publ	1,510	9	61/39	533	567	86	$2,670	12	8	25	16	10	34
J University	Q	4-Yr. Publ	1,323	7	40/60	485	523	79	$3,720	3	6	35	19	6	27
K University	C	4-Yr. Priv	1,272	7	46/54	486	515	77	$3,470	3	7	30	27	5	27
L University	U	4-Yr. Priv	1,198	7	69/31	514	556	81	$3,830	6	6	20	26	11	33
M University	F	4-Yr. Priv	1,197	7	57/43	471	503	76	$2,660	3	6	19	28	7	34
N and N College	E	4-Yr. Priv	1,140	6	55/45	478	517	76	$4,120	5	5	22	36	8	25
O University	G	4-Yr. Priv	1,105	6	66/34	529	574	85	$3,250	7	7	26	20	11	31
P College	F	4-Yr. Priv	1,098	6	57/43	527	570	86	$3,020	9	8	28	12	12	34
Q University	B	4-Yr. Priv	1,085	6	60/40	520	566	84	$3,210	11	6	28	20	13	28
R College	A	4-Yr. Publ	1,020	6	41/59	419	450	72	$1,440	12	6	32	16	9	31
S College	A	4-Yr. Priv	1,008	6	65/35	435	503	74	$2,150	8	2	3	72	10	9
T State College	B	4-Yr. Publ	944	5	52/48	484	522	77	$3,560	8	11	18	32	9	25
U College	A	4-Yr. Priv	935	5	46/54	461	486	74	$2,590	2	8	18	28	5	35
V University	A	4-Yr. Publ	888	5	32/68	433	468	74	$1,380	4	4	37	24	5	25
W College	F	4-Yr. Priv	870	5	43/57	463	494	76	$2,800	4	6	29	22	9	29
X College	A	4-Yr. Priv	856	5	47/53	444	469	73	$1,480	11	10	22	21	10	31
Y State College	E	4-Yr. Publ	838	5	61/39	520	567	83	$3,610	12	5	22	36	7	25
Z State College	A	4-Yr. Publ	786	4	69/31	442	515	74	$2,880	9	3	3	76	5	9
AA University	N	4-Yr. Publ	783	4	49/51	530	560	82	$4,290	5	8	18	26	8	36
BB University	A	4-Yr. Priv	719	4	60/40	439	482	72	$2,320	2	5	20	37	8	24
CC State College	C	4-Yr. Publ	716	4	62/38	541	576	87	$3,170	13	9	25	15	10	34
DD University	A	4-Yr. Publ	711	4	55/45	446	500	76	$1,450	4	5	33	17	19	20
EE University	A	4-Yr. Publ	653	4	38/62	440	488	76	$1,760	7	5	40	18	11	19
FF University	D	4-Yr. Priv	634	4	65/35	546	586	87	$3,720	11	8	22	14	13	36
GG State College	E	4-Yr. Publ	616	3	57/43	482	518	78	$3,210	8	9	22	28	11	25
HH University	A	4-Yr. Publ	611	3	19/81	437	472	75	$1,640	3	2	53	13	5	23
II College	A	4-Yr. Priv	599	3	51/49	452	473	75	$1,360	7	4	11	25	4	51
Colleges not listed			46,309	—	48/52	481	514	77	$3,140	9	9	24	22	9	31
No other college			91	1	46/54	450	488	72	$4,040	11	6	30	17	4	31
Sample College			17,747	100	50/50	475	509	77	$2,760	9	8	24	23	9	30

HIGH SCHOOLS

Location of High Schools (Table 20)

PROSPECTIVE APPLICANT REPORT: What states do prospective applicants come from? Where should we recruit? In public schools or private schools?

SUBSEQUENT REPORTS: What percentage of prospective applicants from neighboring states apply? Actually enroll?

SAMPLE COLLEGE

TABLE 20: Location of High Schools (SDQ Question 2)

State	Number	%	% Male/Female	% Public/Nonpublic High Schools
A	7,588	42.8	49.7/50.3	72.1/27.9
B	2,413	13.6	50.5/49.5	58.8/41.2
C	2,083	11.8	45.0/55.0	65.6/34.4
D	1,674	9.5	48.9/51.1	59.7/40.3
E	704	4.0	55.0/45.0	52.1/47.9
F	613	3.5	51.1/48.9	67.1/32.9
G	295	1.7	56.6/43.4	67.0/33.0
H	269	1.5	48.7/51.3	55.4/44.6
I	252	1.4	48.4/51.6	36.4/63.6
J	192	1.1	58.3/41.7	72.3/27.7
K	181	1.0	53.0/47.0	32.0/68.0
L	140	0.8	48.6/51.4	44.2/55.8
M	116	0.7	60.3/39.7	09.6/90.4
N	114	0.6	51.8/48.2	65.7/34.3
O	113	0.6	54.0/46.0	61.9/38.1
P	89	0.5	47.2/52.8	48.8/51.2
Q	79	0.4	51.9/48.1	64.9/35.1
R	57	0.3	49.1/50.9	30.2/69.8
S	52	0.3	69.2/30.8	52.9/47.1
T	49	0.3	65.3/34.7	32.6/67.4
U	48	0.3	70.8/29.2	48.8/51.2
V	47	0.3	61.7/38.3	28.6/71.4
W	43	0.2	41.9/58.1	71.4/28.6
X	30	0.2	56.7/43.3	78.6/21.4
Y	17	0.1	76.5/23.5	50.0/50.0
Foreign	280	1.6	50.0/50.0	11.5/88.5
Other	176	1.0	56.3/43.8	55.7/44.3
Total	17,714	100.0	50.0/50.0	63.7/36.3

Notes

1. Students are placed in the state indicated by the high school code they supplied. Students who did not supply a valid high school code are placed by their indicated state of residence. Students who indicated neither a valid high school code nor a valid state of residence are excluded from this table.
2. Up to 25 states are shown in descending order of frequency, in addition to "Other" and Foreign."
3. "Foreign" refers to both United States territories and foreign countries.
4. "Other" refers to the 26 or more states (including the District of Columbia) that are not shown explicitly.
5. Table 20 also indicates both the male/female proportions and the public/nonpublic proportions for all listed states, foreign, other, and total.

SDQ Question 2

2. What kind of high school are you attending?

(A) Public (B) Other than public

High Schools That Are Primary Sources of Students (Table 21)

PROSPECTIVE APPLICANT REPORT: From which high schools do most of your prospective applicants come? What are their characteristics in terms of sex, SAT scores, high school rank, estimated parental contribution, ethnic group, and subject area plans?

SUBSEQUENT REPORTS: From which high schools do prospective applicants fail to apply? To be accepted? To enroll? To persist? What are their characteristics at each stage? From which high schools do subgroups of applicants come?

SAMPLE COLLEGE

TABLE 21: High Schools That Are Primary Sources of Students

											Broad Area of Study				
High School	City	State	Number	%	% Male/ Female	SAT Verbal Mean	SAT Math Mean	Mean %ile H.S. Rank	Mean Estim. Parent Contrib.	% Minority	% Art and Hum.	% Bio Sci.	% Bus.	% Phy. Sci.	% Soc. Sci.
AAA High School	AAA	A	152	1	100/0	493	517	72	$2,000	7	8	24	24	13	27
BBB High School	BBB	A	113	1	58/42	448	518	72	$2,440	8	10	15	30	9	30
CCC High School	CCC	A	111	1	70/30	535	568	61	$ 800	13	4	26	26	16	23
DDD High School	DDD	A	103	1	50/50	454	533	79	$1,320	0	6	27	19	11	28
EEE High School	EEE	A	89	1	43/57	472	530	70	$3,370	6	9	23	23	6	28
FFF High School	FFF	A	88	0	42/58	477	500	75	$1,790	5	9	24	14	9	39
GGG High School	GGG	A	86	0	55/45	447	509	81	$2,260	2	7	15	29	7	32
HHH High School	HHH	A	85	0	51/49	449	482	85	$2,100	8	7	32	12	10	37
III High School	III	A	85	0	52/48	465	491	79	$2,240	4	7	21	27	10	31
JJJ High School	JJJ	A	83	0	100/0	434	479	71	$1,100	9	5	15	42	18	12
KKK High School	KKK	A	83	0	49/51	456	503	78	$1,590	1	6	35	21	10	25
LLL High School	LLL	A	80	0	49/51	444	492	84	$ 800	5	3	39	9	21	27
MMM High School	MMM	A	77	0	51/49	494	522	78	$2,290	4	4	27	21	11	34
NNN High School	NNN	A	77	0	43/57	459	508	70	$2,250	3	3	31	28	9	29
OOO High School	OOO	A	77	0	05/95	548	575	69	$1,400	22	8	20	22	12	30
PPP High School	PPP	A	71	0	51/49	439	447	78	$1,220	2	10	28	21	9	26
QQQ High School	QQQ	A	71	0	46/54	442	468	80	$ 950	8	3	31	16	10	33
RRR High School	RRR	A	69	0	100/0	496	515	66	$2,270	0	2	17	42	8	25
SSS High School	SSS	A	66	0	56/44	440	452	68	$1,080	3	2	33	30	8	25
TTT High School	TTT	A	66	0	48/52	470	520	73	$2,290	3	5	41	10	11	25
UUU High School	UUU	A	64	0	45/55	447	467	77	$2 490	2	5	31	29	13	21
VVV High School	VVV	A	63	0	40/60	453	514	72	$3,350	11	13	11	21	6	35
WWW High School	WWW	A	62	0	52/48	451	519	76	$2,490	3	5	26	24	14	29
XXX High School	XXX	A	62	0	55/45	454	493	79	$2,530	7	7	34	19	10	25
YYY High School	YYY	A	61	0	51/49	390	471	73	$1,500	35	9	32	23	6	21
ZZZ High School	ZZZ	A	61	0	100/0	469	496	73	$1,530	2	2	29	25	15	24
BAA High School	BAA	A	61	0	100/0	459	477	66	$2,780	0	2	36	22	16	20
BAB High School	BAB	A	57	0	61/39	455	513	77	$1,040	6	2	16	22	20	38
CAA High School	CAA	A	57	0	39/61	437	468	76	$ 950	13	4	39	23	7	20
DAA High School	DAA	A	55	0	44/56	496	527	72	$3,950	2	7	26	19	5	26
EAA High School	EAA	A	55	0	100/0	559	565	80	$3,800	0	3	3	41	11	38
FAA High School	FAA	A	54	0	48/52	459	512	72	$2,700	2	2	25	17	10	35
GAA High School	GAA	A	53	0	53/47	455	480	71	$2,260	2	6	28	22	14	30
HAA High School	HAA	C	53	0	100/0	481	477	68	$3,930	0	5	16	48	7	25
IAA High School	IAA	A	53	0	28/72	465	505	83	$1,330	0	10	30	14	14	28
High schools not listed			13,590	77	48/52	479	511	77	$2,970	9	9	23	23	9	30
Total (all high schools)			17,747	100	50/50	475	509	77	$2,760	9	8	24	23	9	30

Areas served by College Board Regional Offices